Stories in Pictures

ROBERT W. WALKER
University of Illinois

Four individuals from Minnesota were among the Honorary American FFA Degrees recipients at the 1968 National FFA Convention. From left to right are: Philip E. U. S. Office of Education, Washington, D.C.; C. A. Anderson, retired state and county of Littlefork, Minnesota; Ernest Knoch, Vocational Agriculture Teacher at St. Croix, Minnesota; and Roy L. Knell, a former vocational agriculture teacher and now resident in Montana and retired Head of Agriculture Education at Montana State University, who now resides in Seal Beach, California.

Posco Heights vocational agriculture students prepare for an airplane ride and aerial view of their home and school farm as a part of their study of soil and water conservation. (Photo by Ned Stemp)

TRACTOR SAFETY IN FFA.

1. KEEP ALL SHIELDS ANDguards IN PLACE.
2. POINT OPERATOR ONLY ON TRACTOR OR TRACTOR-DRAWN EQUIPMENT.
3. OPERATE TRACTOR AND MACHINERY APPROPRIATE TO WORKING CONDITIONS.
4. KEEP FIRE EXTINGUISHERS HANDY AND READY FOR USE.
5. USE CAUTION AND SLOW SPEED WHEN MAKING TURNS OR ABNORMAL MANEUVERS.
6. USE THE TRACTOR FOR ONLY THOSE JOBS FOR WHICH IT IS DESIGNED.
7. OPERATE THE TRACTOR AT A SLOWER SPEED IN TALL WEEDS OR GRASS.
8. SET DRAWBAR IN LOWEST POSITION WHEN HITCHING TO A HEAVY LOAD.
9. NEVER PUT ON OR REMOVE A BELT WHILE THE PULLEY IS IN MOTION.
10. LOWER ALL EQUIPMENT BEFORE DISMOUNTING FROM THE TRACTOR.

Vocational agriculture students in Stone County, Mississippi, have placed safety signs at strategic locations in the community. This sign on tractor safety is located on the school grounds near a public highway.

Featuring —
TEACHER EDUCATION AND SUPERVISION
Editorials

Teachers Determine Program Effectiveness

We know that the professional staff is the major determiner of the nature, quality, and effectiveness of agricultural education programs in the public schools. For state supervisors and teacher educators this means giving special attention to the selection, preparation, and professional improvement of teachers. When the expansion of present programs and the development of new programs are in progress, as is the case in agricultural education today, we need to take extra precaution to insure that quality and scope of programs do not take undue precedence over quality and effectiveness. If we really believe that competent, dedicated teachers are essential ingredients of high quality and effective agricultural education programs, supervisors and teacher educators must deal promptly with some of the major problems and issues concerning the selection, preparation, and professional improvement of teachers. Matters are only made worse by the shortage of teachers that lingers in several states.

Not long ago I heard a dean of graduate education at a major university ask how his institution consistently managed to produce outstanding graduates. He replied, "by being very selective in who is admitted." Perhaps there is an analogy here for the development of highly competent staff for agricultural education. Some will be quick to point out that if we are to expand and revise existing programs and at the same time develop new programs, we cannot afford the luxury of a highly selected corps of teachers. But it can be argued that we had better pay a great deal of attention to the problems of selection, preparation, and continuing professional development of teachers if we are interested in quality and effectiveness as well as numbers of programs. So the problem boils down to how to what extent a shortage of competent teachers should temper program development and expansion in agricultural education.

(Continued on next page)

Guest Editorial...

Teacher Education for Post-Secondary Teachers

Post-secondary programs of instruction are now accepted by educators and industrial leaders as an integral and necessary level of education between secondary schools and four-year colleges. There is a critical need for faculty in post-secondary schools whose professional background includes teacher education. It is time that this situation be recognized by personnel in four-year colleges and universities. We in the post-secondary schools have been overlooked in teacher education programs.

Professors of agricultural education interested in making a constructive contribution to post-secondary education might tally their score on a few vital questions.

- Have you visited a post-secondary school to examine the objectives, philosophy, and teaching methods and evaluated the results?
- Are you demonstrating active leadership in the development of programs in post-secondary schools?
- Are you providing or developing plans for supervised teaching experiences for student teachers in post-secondary institutions?
- Are you offering courses in the philosophy and objectives of post-secondary vocational and technical education?

- Have you clarified the difference between vocational agriculture in the secondary schools and vocational and technical programs at the post-secondary level?
- Are you fostering or developing relationships between all educators and helping to prevent a feeling of competition between secondary school faculty, post-secondary school faculty, and the faculty in the four-year colleges?
- Do you visualize using, or are you already using, the post-secondary schools as a source for recruiting capable students for agricultural education?
- Are you accepting faculty from post-secondary in-

(Continued on next page)
SUPERVISION

Yesterday, Today, and Tomorrow

EDWIN ST. JOHN, Supervision
Michigan Department of Education

The entrance into teaching of persons who are not professionally prepared as teachers takes on added significance when questions of quality and quantity of programs are considered. This relatively new development in agricultural education, particularly in the development of professional and technical education, is at the post-secondary level.

In most states, post-secondary programs in agricultural education have been developed in the past few years. These programs have been strengthened in the current academic year, and increasing numbers of agricultural educators are involved in post-secondary programs, both in the classroom and on the farm.

The question is no longer whether non-professionally prepared teachers will be employed in agricultural education, but how they can be effective in teaching. The new agricultural teacher must be a specialist in agricultural education, thus complementing the agricultural education program.

Another dimension of the relationship between community and agricultural education is the need for better maintained facilities and improved teaching methods. The high school and post-secondary programs must be improved in order to attract more students.

We need a clear understanding of the role that agriculture plays in the community and the need for agricultural education. An agricultural education program must be developed that will meet the needs of the community and specific needs of individuals.

A Thing of the Past?

Is this to be a thing of the past? Many educators agree that it will be. The future of agriculture and agricultural education is one of continuous improvement and change. Agricultural educators must develop the skills and knowledge needed to keep the program viable.

How about state supervision? How much time of the state supervisors is devoted to on-farm visits of high school students, young farmers, and adults? How much time do state supervisors spend at state fairs? Many believe that state supervisors need to spend more time with students.

Supervisors Need To Be Leaders

Wesley P. Smith, Director of Vocational Education in California, wrote in the December 1969 issue of the California Vocational Journal that "true leadership in vocational education at the state department level will not permit operational involvement." We may not agree completely with this philosophy, but it is close to the fact that agricultural education has the potential to improve the quality of the state's educational system.

Factors Influencing Supervision

Not too long ago, agriculture was taught primarily in secondary schools and, for the most part, was a traditional program involving high school students, young farmers, and adults. Several significant changes have occurred in our state:

- More vocational directors have been appointed
- High school students are more involved in agricultural education
- The state's agricultural education program is more varied and comprehensive

The new agricultural teacher must be a specialist in agricultural education. Such teachers must have a clear understanding of the role that agriculture plays in the community and the need for agricultural education. An agricultural education program must be developed that will meet the needs of the community and specific needs of individuals.

The SCA Picture

Teachers of agriculture find occupational experiences in agricultural firms an effective tool for increasing student interest. Robert S. White, Assistant Professor of Agricultural Education and Horticulture at The Pennsylvania State University, is currently involved in a pilot program that includes both classroom and workplace experiences. His research involves the development of models for agricultural education programs in the state of Pennsylvania. The program is designed to provide students with practical, hands-on learning experiences in agriculture.

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Supervision — Yesterday, Today, and Tomorrow (Continued from page 165)

using programs ought to be able to carry through with adequate student direction and control. If they cannot, we have not done our job in the past and we should change our supervisory procedures.

I have heard and read many times that the primary role of the supervisor is to be at the service of the school. What does that really mean? Why cannot teacher education do this? Why should not vocational directors, vocational school principals, curriculum directors, and other professionals identified with vocational education assume this responsibility? Many states have instructional material centers that are making important contributions to improvement of instruction. And if we want to be real honest about it, how much do we really care about those agencies? And how do we visit a school once a year for a total of three to six hours?

I cannot really agree with Mr. Smith when he says that true leadership will not permit operational involvement. I think we need a change in this program activity so that we can keep our feet on the ground and ourselves knowledgeable. With this change, we might receive better responses to assume new roles and develop leadership talents. We must still continue to receive guidance to leadership by youth programs, and assist in the development of curriculum guides. In addition, new programs are needed and established that will initially require state staff involvement in the past. As soon as possible, new leaders should be developed who can assume responsibilities.

Specialization in Supervision

The number of state staff personnel varies from state to state in supervision and specialization is not always easy. For many years, every member of our supervisory staff was fully informed of all state activities on each phase of the program. Each, in effect, was a specialist in agricultural education, but the college curriculum in preparing these supervisors is still primarily the traditional concept of preparation for teaching production agriculture. Professionals that teaching specialization has come to agricultural education and the college curriculum of multi-instructor departments, there should be a charge and a type of program for preparing teachers.

Develop leaders to handle operational tasks

- Plan and develop programs for disadvantaged persons in rural areas
- Develop new ideas and concepts
- Plan improved evaluation techniques

If we do these things there will be far less time for operational activities.

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IS TEACHER EDUCATION UP-TO-DATE?

BOBBY R. WRIGHT and TOM M. LUCAS
Graduate Students
Oklahoma State University

There are increasing demands for vocational agriculture teachers in secondary schools prepared to teach a diversified-specialized type of vocational agriculture. For a number of years, it has been the consensus of teacher educators in agricultural education that such teachers be brought about in the system of preparing teachers. There is a need to change the teacher education curriculum to better prepare teachers for the new demands, new responsibilities, and new disciplines that are being placed upon them in the rapidly changing pattern of agricultural education.

**Recommended Courses**

- Destination, however, new leaders should be developed who can assume responsibilities.

**Supervision Through Group Meetings**

Two years ago our State Advisory Committee for Agricultural Education recommended that we make a serious effort to improve communications with school administrators and counselors. This suggestion was made despite the fact that counselors had annually visited nearly every school offering agricultural education.

Twenty-three county, or area, meetings were planned with supervisors to be responsible for planning workshops, group meetings, and answering detailed questions regarding any phase of the specific area. It also provided an opportunity for each consultant to use his initiative, enthusiasm, and leadership abilities to meet the needs of modern agricultural education.

Some people feel that vocational education supervisors should operate in a general way, serving all vocational areas. Some even go so far as to say this is almost mandated by the Vocational Education Act of 1968 since specific service areas are not mentioned.

We have seen a certain degree of success in our state with area vocational consultants promoting vocational programs in all service areas. This has been further exemplified by vocational directors in local schools and by Intermediate School Districts. These same men will agree, however, that sooner or later there comes a time when education, and others need to have specific answers to specific questions.

We need specialists in agricultural education as well as specialists in post-secondary education in agriculture. We need a specialist to work with the youth organization and people responsible for special programs for the rural disadvantaged.

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Structured Occupational Experience for Teachers

ALFRED J. MANNREICH
University of Kentucky

How can teachers of agricultural occupations keep current their knowledges and skills in non-farm agricultural occupations? Where and when can they obtain the on-the-job, occupational experiences needed by workers in agricultural firms? How can instructors keep current their teaching techniques and methods of teaching? In what manner can the students achieve all of these experiences in the shortest possible period of time?

An Experimental Program

These were some of the problems which confronted teachers and teacher educators at the University of Illinois. As a result, the teacher education staff designed a four-week experimental agricultural program involving structured, on-the-job, occupational experiences in agricultural occupations planned for the instruction in the classroom for teachers of agricultural occupations.

The teachers enrolled in the program during the fall 1963, winter 1964, and spring 1965 semesters. The program started during the wintertime and ended during the spring semester. The teachers worked on farms during the winter and then returned to the university during the spring semester to complete the program.

The program was designed to provide teachers of agricultural occupations with an opportunity to experience agricultural occupations on a farm setting. The teachers were expected to learn about the agricultural occupations on the farms where they worked, and then to return to the university to share their experiences with other teachers. This was an experimental program designed to determine the effectiveness of certain aspects of the experimental educational program.

The study was conducted at the University of Illinois during the winter semester of 1963-1964. The study was designed to determine the effectiveness of certain aspects of the experimental educational program. The study was conducted in three parts:

1. An evaluation of the effectiveness of the program in terms of the effectiveness of the instructional materials and methods used in the program.
2. An evaluation of the effectiveness of the program in terms of the effectiveness of the instructional materials and methods used in the program.
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The Use of Teacher Aides in Agricultural Education

James Durkee
Teacher of Vocational Agriculture
Laramie, Wyoming

Some Tasks for State Leadership

C. Douglas Bryant and Hugh L. Linder
North Carolina State University at Raleigh

Do you need an aide? Five years ago, fewer supervisors, teacher educators, or teachers of vocational agriculture had been asked this question.

Yet one of the fastest growing positions in public education is the teacher aide. As 800 percent increase in the use of teacher aides in public schools since 1960 has been reported. Teacher aides are employed to assist the classroom teacher with routine, non-professional, time-consuming activities.

The Need

Vocational agriculture teachers, high school administrators, teacher educators, and state supervisors of agricultural education in the United States were surveyed to determine if a need existed for teacher aides in programs of vocational education in agriculture. Approximately 80 percent of the individuals surveyed indicated that there was a need for teacher aides. Slightly over 6 percent of the group reported that same aides were already employed in programs of vocational agriculture.

Fourteen percent indicated that teacher aides were not needed. The reasons given were low enrollments in vocational agriculture classes, school board members and administrators not sold on the idea, and members of the teaching profession opposed to teacher aides in the classroom.

Tasks for Aides

If you had a teacher aide, what would he do? If you were to prepare a list for a day, a week, or a month of the non-professional tasks that you perform, you will probably find many of the same assignments that were reported in the study on teacher aides for vocational agriculture.

The work of a teacher aide in providing assistance with the clerical tasks involved in classroom instruction, agricultural mechanics, supervised agricultural experience programs, the FFA, and young and adult farmer programs was rated most important by teachers, high school administrators, state supervisors, and teacher educators. Teachers of vocational agriculture also emphasized the assistance of an aide in securing and developing teaching materials for high school and young and adult farmer programs.

Some of the duties of a teacher aide include: agricultural mechanics and land laboratories included securing supplies and keeping inventories, supervising routine activities, operating farm machinery and equipment, maintaining demonstration plots and livestock, and arrange for custom work, and managing school farms, forestry plots, and greenhouses. The aide’s work with the FFA involved supervising members on tours and at fairs, coordinating committee activities, preparing members for chapter and individual contents, and promoting activities with pictures, programs, and news articles.

Cooperating community surveys and locating community resources were reported as the tasks an aide could perform in assisting teachers of vocational agriculture with young and adult farmer programs. Services of the teacher aide for student related activities included securing and cataloging vocational guidance materials, placement counseling, drop-out counseling, and locating placement opportunities, and providing specialized services for academically handicapped students.

Preparing Teacher Aides

What education and experience should a para-professional have to assist a teacher of vocational agriculture? Over 70 percent of the vocational agriculture teachers, high school administrators, state supervisors, and teacher educators suggested a two-year educational program for preparing teacher aides. Approximately 20 percent were opposed to the idea that one year would be adequate for preparing teacher aides.

In a two-year program for preparing teacher aides, the first year would include courses applicable for the preparation of teacher aides for programs at all levels. Courses designed for the first year should provide the student with a basic understanding of the role of the aide in education and develop skills and abilities in using and teaching the tools of teaching.

The second year of the program should include the preparation of teacher aides with the common terminology, the textbooks, the teaching materials, and the program of vocational education in agriculture.

Conclusions

The use of teacher aides in vocational agriculture is a relatively new practice. The use of teacher aides should become a part of modern agriculture education in agriculture.

A number of communities may be found in educational programs for preparing aides for employment in rural areas or subject matter in the public schools. A high degree of agreement exists among teachers of agriculture, high school administrators, teacher educators, and state supervisors on the assignments, the teacher aide program, and the need for aides to work with teachers in vocational education in agriculture.

People are interested in what the conference held for vocational agriculture. What is it? What do they hope to accomplish? What are the special sessions, the panel discussions, the future trends and the new opportunities? These are the questions that crop up in the minds of the participants of the conference. Many of the sessions were well attended and the audience seemed to be interested. The keynote address was given by Dr. J. Douglas Bryant, Associate Professor of Agricultural Education, and Hugh L. Linder, Associate Professor of Economics, at North Carolina State University, Raleigh. The session reported in this article was sponsored by the Agricultural Policy Institute at North Carolina State University. A limited number of copies of the conference proceedings will be available.

C. Douglas Bryant
Hugh L. Linder
North Carolina State University at Raleigh

(Continued on page 172)
New Policy Encourages Innovation

HAROLD L. NOAKES, Supervisor
New York State Education Department

A dramatic change in providing financial assistance to high school and college agricultural programs in New York State became effective July 1, 1969. This date marked the end of a half century of providing financial assistance from federal funds to all schools conducting approved programs in agriculture based on a reimbursement formula.

The new support policy provides financial assistance for approved innovation activities and demonstration projects in agriculture conducted during the summer months. No financial assistance from federal funds will be provided for the regular academic year for secondary programs in agriculture.

Advantages

There are several advantages to this funding policy. The present pattern provides very little cost-sharing for approved summer project proposals. Funds are made available during the summer months rather than on an reimbursement basis. This means that schools received aid for an approved summer project prior to the actual implementation of the project.

Emphasis is placed upon innovative programs and demonstrations which extend agricultural programs to serve additional students, serve students not regularly engaged in agricultural students, and serve students not regularly engaged in agricultural programs during the school year, and try out new effective ways of providing service in agriculture education during the summer months.

There is a definite relationship between program costs and services provided. Teachers are provided an opportunity to determine the nature and extent of agricultural curricula to be provided.

The new policy provides for approval of summer projects sent to all teachers of agriculture. These guidelines were developed cooperatively by representatives of agriculture, teacher educators, and state staff personnel. Four major areas were identified for emphasis in the summer of 1969. Suggested activities were also identified to aid teachers and administrators working on developing the project proposal.

Areas of Emphasis

The suggested areas of emphasis and activities included the following:

Area I: Coordination and Supervision of Occupational Experience Programs

- Supervision of students
- Making on-the-job coordination visits
- Counseling students
- Giving instruction and supervising agricultural experience programs of students
- Processing and summarizing student data
- Maintaining liaison with local employment exchanges and other government agencies
- Keeping parents informed
- Recruiting the public
- Evaluating the occupational experience gained in the local program

Area II: Providing Agricultural Instruction for Students Involving Them with Special Needs

- Conducting with school officials a conference on needs for programs
- Recruiting class members
- Ordering special equipment
- Planning instructional programs
- Conducting specialized instructional programs
- Providing individual instruction
- Informing the public
- Evaluating the program
- Counseling students
- Planning and conducting educational tours and trips

Project Proposals

Each school requesting financial support for a summer project in agriculture submitted a project proposal. The proposal included specific objectives of the project; persons to be served; plans for conducting the summer including activities appropriate to areas I through IV above.

Some Tasks for State Leadership (Continued from page 171)

Rural families are in attendance that skilled workers touch some of the high-skill farm areas that are important to the success of vocational agriculture; teacher education; or vocational agriculture.

Secondly, the Agricultural Education Magazine is an effective tool for providing informational services to agricultural educators. This is especially true in the summer months when there is more opportunity to communicate with the educational community.

Summary

The conclusion brought together proposals for new directions in vocational agriculture. The contributions provided ample evidence that vocational agriculture is influenced by many forces. Thus, it is important that all concerned with vocational agriculture make an effort to increase their awareness and sensitivity to the need for efficiency and effectiveness that will be close cooperation between teachers of vocational agriculture and other educators and vocational education.
Assistancieships and Fellowships in Agricultural Education, 1970-71

RICHARD H. WILSON
The Ohio State University

The latest survey of the Publications Committee of the American Association of Teacher Educators in Agriculture reveals a considerable drop in the number of assistancieships, instructor- ships, and similar openings available for 1970-71. At the same time the average of more than four per institution would indicate greater affluence than might have gone before. Figures for given institutions. Many instances of increase are noted. Most offerings are on the basis of one-half time for nine months or twelve months and monthly stipends range from $200 to $400 with most above $300. Last year's report indicated that in nearly all instances tuition and fees were waived or reduced.

Key to Listing

Following past practice in so far as possible, information is recorded for each institution in the following order:
Nature of assistancieship (number available);
Number of months available during year;
Beginning date of employment;
Amount of time expected;
Monthly remuneration;
Graduate level; and
The 1970 deadline for application.

Those interested should make specific inquiry concerning tuition and fees since this information was not secured for all institutions.

University of Arizona
Research assistantships (2); 12 mos.; July-September; 12 mos.; master's; $950; by September 1.

Arizona State University
Research assistantships (3); 9 mos.; September; 12 mos.; master's; $925; by August 1.

University of Arkansas
Research assistantships (9); 10 or 12 mos.; June or September; 12 mos.; master's or doctoral; $1,250-$2,000 plus W & T; on a first-come, first-served basis; by August 1.

Clemson University
Research assistantships (2); 12 mos.; August; 9 mos.; master's; $250; by June 1.

Colorado State University
Research assistantships (2); 12 mos.; July 1; 3 yrs.; Ph.D.; $300; apply by March 1.

Colorado State University
Research assistantships (2); 12 mos.; July 1; 3 yrs.; Ph.D.; $300; apply by March 1.

University of Connecticut
Research assistantships (5); 9 mos.; September; 12 mos.; master's or doctoral; $200; by August 1; Ph.D. general exam. apply by April 1.

Cornell University
Research assistantships (5); 9 mos.; July; 9 mos.; master's or doctoral; $300; by October 1.

Iowa State University
Research assistantships (2); 9 mos.; September; 12 mos.; master's or doctoral; $800; by December 1.

University of Michigan
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $2,000; by September 1.

University of Minnesota
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $600; by September 1.

University of Mississippi
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

Ohio State University
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $750; by September 1.

South Dakota University
Research assistantships (2); 9 mos.; September; 12 mos.; master's or doctoral; $2,000; by September 1.

University of Wisconsin
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $750; by September 1.

Western State University
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

West Virginia University
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $750; by September 1.

Wisconsin State University, Platteville
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500 plus W & T; on a first-come, first-served basis; by September 1.

Wisconsin State University, River Falls
Graduate assistantships (6); 9 mos.; September; 12 mos.; master's or doctoral; $270 plus W & T; on a first-come, first-served basis; by September 1.

New Mexico State University
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $400 plus W & T; on a first-come, first-served basis; by September 1.

University of Kentucky
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500 plus W & T; on a first-come, first-served basis; by September 1.

University of Georgia
Research assistantships (12); 10 mos.; June or September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Illinois
Research assistantships (12); 9 mos.; July 1; 9 mos.; master's or doctoral; $500; by September 1.

University of Maine
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Maryland
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Minnesota
Research assistantships (12); 12 mos.; June 1; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Missouri
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of North Carolina
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Nebraska
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of New Hampshire
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Oklahoma
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

The Ohio State University
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $1,250-$2,000; by September 1.

University of Tennessee
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $250; by September 1.

University of Texas
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Kentucky
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Maine
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Maryland
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of North Carolina
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Tennessee
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Texas
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

University of Maine
Research assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

Virginia Polytechnic Institute
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

Virginia Polytechnic Institute
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

Virginia Polytechnic Institute
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

West Virginia University
Teaching assistantships (2); 12 mos.; September; 12 mos.; master's or doctoral; $500; by September 1.

Wisconsin State University, River Falls
Graduate assistantships (6); 9 mos.; September; 12 mos.; master's or doctoral; $270 plus W & T; on a first-come, first-served basis; by September 1.
TORT LIABILITY: A Special Concern for Teachers

B. L. ALBREIT, Teacher of Agriculture
Waxen, Virginia

This article is based on a study of tort liability in education conducted by Mr. Albright as part of his Master of Education program.

We hear that "experience is the best teacher." But learning about tort liability by being the defendant in a lawsuit can be a most perplexing learning experience. A $100,000 lawsuit as a result of a shop accident was my first lesson.

Vocational agriculture has a good safety record; but while in the shop, on field trips, and with many FFA activities, the accident potential is always present and a tort case may result. A tort is a wrong against another, and liability is the legal responsibility.

The Teacher's Responsibility

The teacher has a duty to take all reasonable precautions to protect pupils against the possibility of harm. But a teacher may be involved in a tort action if a pupil under his supervision is hurt. A teacher cannot escape liability if he fails to conduct himself as a responsible and prudent person would in like circumstances. That is the test for negligence.

The primary cause of tort by educators is negligence which is a breach of care owed by one to another. The one bringing suit, the plaintiff, must prove negligence of the defendant and that the negligence was the proximate cause of the injury. Negligence might be the result of defective equipment, inadequate supervision, instruction of supervision, or incomplete directions. A vocational agriculture teacher has substantial responsibility and liability in these areas.

Activities of Special Concern

Field trips should receive special concern. Students and teachers visit places as either an invitee or a licensee. If the host organization does the inviting then they "owe a greater care" to the invitees which reduces the tort liability for the teacher. Licenses and permits are needed which can be obtained and received permission to make the tour. In this situation the host organization owes very little care and the main liability for a tort rests with the teacher.

Parent's consent slips for any dangerous or off school activities are a "must." They do not relieve any of the teacher's liability but do show proper prior planning.

Another essential element of an accident is adequate supervision. Prime cars for transportation are not advisable and student drivers should never be used. Sending students on crossroads off the school grounds can create a dangerous legal situation for the teacher or not only if the student gets hurt, but the teacher would have the responsibility should the student cause a tort.

Teachers should never provide any medical aid for students and limit any first aid assistance to situations of emergency. Sick or injured pupils should be handled by the school nurse or parents.

Summary

Tort liability is now a serious problem in education. The trend will obviously be toward more lawsuits with the possibility of higher damage claims. With the help of the many other activities in the agricultural education program, the agriculture teacher has a greater liability than in most other people even real estate appraiser. We must constantly consider the possibility of tort liability in our daily actions. Each of us should investigate and understand state laws regarding tort liability. Finally, we should do more attention to school safety, as prevention is always better than rehabilitation or a tort liability case.

Teachers Teach Other Teachers

Dwight L. Kindahl, Teacher Education
University of Idaho

Every state can boast of a few high school teachers who have specialized in one phase of instruction and are consulted by his fellow teachers as an authority in that particular field. Through district meetings and local organization some of the specialized information is disseminated; but if the desired material could be taught in an organized class with the instructor receiving a salary and the students earning college credit, the results can be invaluable as an in-service education facility. At least that is the conclusion that the state supervisors and teacher educators in Idaho have drawn after a successful pilot program held last spring.

The Problem

Idaho is naturally divided either by wide areas of desert or mountain ranges into four major farming areas. The College of Agriculture is located over 200 miles from southwestern Idaho. Their vast distances make it impossible for resident teachers to hold extension classes which meet for a series of weeks. A major portion of the state is a one-teacher school.

A weed problem was developing in south central Idaho. The vocational agricultural teachers in the area requested an extension course in weed control. The Idaho Continuing Education Program would sponsor the course if at least twelve students were willing to pay $15.00 a credit for the instruction and a teacher in the local area could be approved by the University's Plant Science Department.

Most higher education institutions allow only courses that are already listed in the official catalog to be offered through extension and the course content must closely follow the outline used when the course is taught in residence. These rules present some problems because the teachers wanted graduate credit for the course and no graduate course was listed in plant science that covered the material they needed. Also no qualified agronomist was available in the area who was interested in teaching the course.

The possibility of getting the extension course on weeds started growing rather dim until it was realized that one of the teachers in the area, Carter Luther of Jerome High School, had a wide reputation as a weed expert, was an excellent teacher, had over twenty years of experience, and held a Master of Science degree. Why couldn't he be the instructor?

Luther agreed to teach the course but his Master's Degree was in agricultural education not plant science, so the University's Plant Science Department could not approve him to teach on extension credit in plant science. The teachers were convinced that Luther knew more about weeds than many plant science majors and could teach an excellent course.

The Solution

It was finally decided that the course offered could be an Agricultural Education Seminar with a graduate number. The University catalog lists from one to six credits for the Agricultural Education Seminar, so an action was started to have the course approved.

The Director of Continuing Education on the University of Idaho campus presented the course to the University Graduate Council since all extension courses offered for graduate credit must be approved by this group. There was considerable discussion among the graduate committee but as to the question of whether or not the proposed course content was of graduate character because a weed control course with some similarity was taught on campus on the undergraduate, upper division level. The Graduate Council concurred in all but the major point that subject matter that may not be considered of graduate level for a plant science student to be the equivalent graduate level for an agricultural education major. Final approval of the course was accomplished.

At the first session sixteen teachers of vocational agriculture enrolled for credit and two enrolled for audit. One teacher drove over ninety miles one way to attend the class and several lived over fifty miles from the class location.

(Continued on page 175)
Preparing Teachers to Teach "Turned-Off" Students

OBELE L. SNOWDEN and JAMES F. SHILL
Mississippi State University

Preparation of teachers to instruct, in the regular school, pupils who have become "turned-off" to the work of learning, presents problems which are not usually encountered in the training of students prepared for the "academic" group. The "turned-off" students are those who display the characteristics of the "disadvantaged" group in a school, and who are found to be below the average in intellectual capacity and motivation. These students are usually, but not always, those who have been found to be of the "turned-off" type in the regular school system and who have been classified as such by the school authorities.

The turned-off students present a unique challenge to educators. They are often characterized by low self-esteem, lack of motivation, and a sense of hopelessness about their future. In order to effectively teach these students, teachers must be prepared to adopt strategies that are specifically designed to address their needs.

For example, teachers can use differentiated instruction to meet the varying needs of the students. They can also provide additional support and encouragement, and create a supportive and non-judgmental learning environment. Moreover, teachers need to be aware of the social and emotional factors that contribute to the students' disengagement, and work to address these issues as well.

The case study of a turned-off student illustrates the importance of understanding the student's background and circumstances. By doing so, the teacher can develop a more effective strategy for engaging the student in the learning process. Such strategies might include providing extra support, offering individualized instruction, or working closely with other professionals to address any social or emotional issues.

In conclusion, preparing teachers to teach turned-off students requires a thoughtful and comprehensive approach. By developing effective strategies to support these students, educators can help to ensure that all students have the opportunity to achieve their full potential.

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*The agricultural education magazine*
Factors Influencing the Adoption of Cooperative Agricultural Programs

DAVID L. WILLIAMS, Teacher Education University of Illinois

The Vocational Education Act of 1963 legitimized the training of individuals for any occupation requiring knowledge and skill in agriculture. This legislation and the Vocational Education Amendments of 1968 challenged teachers and other agriculturists to develop educational programs in agriculture which are of immediate benefit to students and realistic in terms of agricultural employment opportunities.

To stimulate development of cooperative occupational experience programs in agriculture, teacher retraining programs, and educational programs throughout the country. One such retraining program, a teacher institute, was conducted at Oklahoma State University in 1959 and 1962. This institute was structured to teach distributive skills to teachers of agriculture and to encourage integration of innovative occupational experience programs.

The Study

This article reports the results of a study which investigated the variables influencing the adoption of cooperative agricultural occupations curricula by teachers participating in the institute. Cooperative agricultural occupations curricula refer to training designed to develop competencies needed by individuals preparing to enter an agricultural occupation. It includes 27 formal lessons in the classroom and on-the-job training in an agricultural firm under the direction of the teacher of agriculture.

Three major data-gathering instruments were developed — a diffusion scale, a teachers-innovativeness scale, and an administrator-attitude scale. Interview schedules were constructed to assess variables related to the school, community, and the vocational agricultural department. Interviews were held with 32 Oklahoma teachers who were still teaching vocational agriculture in the same school as they were when enrolled in the institute. Only one administrator in each school was also interviewed.

Findings

Four variables had a significant correlation with diffusion of cooperative agricultural occupations curricula.

Number of Teachers. The number of teachers in the vocational agriculture department accounted for more of the variation is diffusion of the innovation than any other single variable. In this study, all single-teacher departments were past the evaluation stage and a majority had adopted the innovation. Two-thirds of the single-teacher departments were below the trial stage and nearly 40 per cent were only at the initial stage of the diffusion process.

Teacher Innovativeness. The more innovative the teacher, the greater the probability of cooperative agricultural occupations curricula being diffused into the program. Eighty per cent of the innovators and early adopters were in schools where the innovation was past the evaluation stage of the diffusion process. Therefore, the teacher innovativeness index in the school and community, enhancing implementation of an occupational experience program in agricultural education.

Enrollment. Total enrollment in vocational agriculture and the number of nonfarm students enrolled in vocational agriculture were both closely related to diffusion of the innovation. Programs at the trial and adoption stages of the diffusion process had a mean total enrollment of 74 students with 30 confirmatory students in vocational agriculture. Programs below the trial stage had a mean enrollment of 47 students with 32 nonfarm students.

Teachers in departments with large nonfarm enrollments are challenged to provide educational experiences which are appropriate to the needs of many youth who are industry bound. As the percentage of nonfarm students enrolled in vocational agriculture continues to increase, teachers must accept the dual function of providing occupational experiences for both farm and nonfarm occupations.

To summarize, single-teacher department, innovative teachers, large total enrollment, and large nonfarm enrollment in vocational agriculture tend to stimulate diffusion of cooperative agricultural occupations curricula.

Some Implications

More multiple-teacher departments need to be established to expand effectively vocational agriculture cooperative curricula.

Innovative teachers of agriculture should be identified and provided with opportunities to share the diffusion of cooperative agricultural experiences programs and other innovation programs in agricultural education.

In speed adoption of cooperative experience programs, courses which provide direct, structured occupational experiences in agricultural occupations other than farming should be provided for present and prospective teachers of agricultural occupations.

The number of teachers who teach agriculture to full-time students in grades 13 and 14 is increasing rapidly. Last year's teacher directory reveals better than a base index of approximately 10 per cent of the number of teachers in Minnesota. Through field visits of 10 teachers of agriculture in the post-high vocational-technical schools, teachers include the following suggestions.

To avoid redundancy, teachers of agriculture should establish a maintenance department in junior college and technical institutes. Several other states have included or are adopting an agriculture program in high schools.

Estimate that there are more post-high school teachers of agriculture in the twelve states having the largest number of high school teachers. The number of post-high school teachers in several states is sufficient to warrant a special in-service teacher education program.

Some Suggestions Concerning Teacher Education for Post-High School Teachers

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A request by teachers might be what is needed to overcome the in-service barrier. Chances are teachers are wondering if the agricultural education department has anything to offer and at the same time the agricultural education department is wondering if teachers would be receptive to anything it has to offer them. The limitation of a junior college teacher to conduct a special course for post-high school teachers of agriculture reduces the number of courses, although higher than expected, needs to be increased. For example, the University of Illinois offers two special courses each year from the list of six courses which are designed for post-high school teachers.

The need of post-high school teachers for in-service education is as great or perhaps greater than that of high school teachers. One reason is that the certification requirements for area transcript schools and junior (community) colleges seldom include course work in pedagogy, methods, and techniques of teaching. Another reason is that the undergraduate preparation for former secondary school teachers who are teaching in high schools is rather than post-high school teaching which is as it should be because teachers seldom go directly into post-high school teaching.

Post-high school teachers should request special courses. Agricultural education departments recognize their responsibility for in-service courses and will respond to a request for such a course unless severely understaffed. It seems inappropriate for teachers to make a survey of those interested in a course and what they want included in the course as it does for a teacher educator to do in post-high school education. Teachers usually meet as a group some time during the year in most states. They could easily initiate a request for a course at one of these meetings.

A request by teachers might be what is needed to overcome the in-service barrier. Chances are that a homogenous group of students is easier to teach, but inclusion of other vocational teachers may be necessary to obtain sufficient enrollment to offer in-service courses.

Combining post-high teachers who are certified as secondary school teachers with those having only a technical background in one class often becomes necessary and has been satisfactory. Including high school teachers in courses designed specifically for area vocational schools sometimes is necessary. Teachers who want to become post-high school teachers, if they make up a minority of the group, can easily be included. Those who want to become post-high school teachers seem to be more eager students than those who thereby are.

Courses involving technical subject matter can draw enrollment from all levels of teaching and from the non-

(Continued on page 183)
TEACHER EDUCATION FOR AGRICULTURAL MECANIZATION

G. J. Jacobs, Teacher Education University of Arizona

More than ever before, teacher education must develop insights and projections for instruction in agricultural mechanization if we are to serve the "broadened base" of education for occupations in agriculture. Guidelines or objectives for agricultural mechanization must include not only emphasis upon "skills of the shop," but also the technology of the dynamic industry it is to serve.

Objectives

The objectives for teacher education outlined in Committee Report No. IV, "Agricultural Engineering Phase of Teacher Education," of the American Society of Agricultural Engineers provide basic directions for the building block from which projections can be rationally developed. Since its publication, the Department of Agricultural Education and Agricultural Engineering at the University of Arizona has developed a project upon which to project for a dual teaching major in agricultural mechanization and agricultural education.

In addition, several concepts or working principles were established as elements necessary to meet Arizona's growing needs for secondary and post-secondary teachers of agricultural mechanization. The concepts developed are as follows:

- Establishing of a state advisory committee charged with the specific responsibility of curriculum planning for the secondary and post-secondary mechanization needs. Principally, this committee would be composed of representatives of business and industry so that the curriculum and its content could be responsive to the demands of the industry and avoid stagnation gaps.
- Upgrading of instruction in agricultural mechanization at the secondary and post-secondary levels will be accomplished primarily through the pre-service teacher education programs. While in-service education is valuable and necessary must be provided, it brings about change in two areas that are difficult to "cast the die" within the system at the pre-service level. Upgrading an entire program through in-service education can be compared to "chasing pigs" or "boating snakes"—nothing much is ever accomplished. It is, therefore, necessary that an especially strong undertaking program be the principal and initial thrust of a teacher education institute for the preparation of quality teachers of agricultural mechanics.

- The philosophy of the instructional program at the pre-service level in agricultural mechanization must be placed on the "hands-on" approach and taught by faculty who are skilled in the hands-on concept of teaching. A new teacher of agricultural mechanization is unique in his counterpart in industry the fact that he does not have a training program to grow under. Conversely, the teacher is placed in his training when he accepts his first job by a public who has been born to believe what he can perform. Therefore, actual laboratory or field experiences are absolutely the most valuable part of a student's preparation since it provides him with the opportunity to develop confidence and abilities to apply the worthwhile principles he has learned to his teaching. Furthermore, he will teach as he was taught.

The necessity of initiating a cooperative training program in agricultural engineering technology with agricultural industry for future teachers of agricultural mechanization. This system would involve the prospective teacher during his freshman year and for each succeeding year with the possibility of earning up to six credits in a cooperative education experience.

Projected Agricultural Mechanization Contract for Dual Majors in Agricultural Education

Teacher Education for Post-High School Teachers

*(Continued from page 117)*

Teacher group as well. Teaching in different schools with different students opens the door to the ever growing world of teaching and gives more meaning to the idea that a thing is not new to agricultural education. Agricultural education can be taught in all agricultural education departments in mobile service to rural schools and high schools. Assignments can be made with business and industry whereby first-hand experiences can be made available to teachers. Agricultural education departments can combine the professional experience and give credit to the experience.

Staff

It is multiple-man agricultural education departments, one individual with an interest in the post-high school program being assigned to work closely with post-high school students. High school teachers recognize the necessity of a staff member who is familiar with their problems. Post-high school school teacher recently said, "You should have a staff member who has completed a post-high school program and get his feet wet in post-high school teaching." Eventually, a supply of teachers will be needed for agricultural education departments in rural schools and high schools. Assignments can be made with business and industry whereby first-hand experiences can be made available to teachers. Agricultural education departments can combine the professional experience and give credit to the experience.

Summary

Federal legislation has added to our normal clientele teachers of full-time students of agriculture in post-high school. The problem of teaching rapid increase in numbers of these teachers must be reflected in the courses and activities of departments of agricultural education. Neither teacher educators nor post-high school teachers should be satisfied with teaching immediately upon graduation. They seem somewhat surprised to learn that they must first prove themselves at the high school level. The fact that teaching high school vocations of agriculture is an entry to post-high school teaching indicates that specialized courses be delayed and given an in-service education. The agricultural education departments in the under-graduate programs would not permit the special program course even if it were desirable. Undergraduate level, topics should be covered as they relate to all programs. Courses focused specifically upon programs must follow later.

Chief of Staff

Although these departments could handle the teaching of the students, it is important to give the teacher training and instruction for the new post-high school level of instruction now.

Undergraduate students often inquire about the possibilities of getting an area school or junior college teaching position immediately upon graduation. They seem somewhat surprised to learn that they must first prove themselves at the high school level.
Scholarships for Vocational Agriculture Graduates

Donald E. Wilson, Chief
Bureau of Agricultural Education
California Department of Education

The agricultural industry of California ranks first in the nation. Also agriculture is the most important industry in California. In California there is a shortage of professional people in agricultural industry and agricultural education. Among the ranks of professional agriculturists there are few persons from minority groups. In order to attract additional professionals prepared individuals to existing opportunities, the Bank of America in cooperation with the Bureau of Agricultural Education of the California Department of Education developed the Bank of America Agricultural Education Scholarship. Each year six $1,000 continuing scholarships will be awarded to qualified high school vocational agriculture graduates. The applicant must be Mexican-American, Negro, or American Indian. The scholarship provides $1,000 a year up to a maximum of five years. The fifth year scholarship is available to those who decide to become teachers of vocational agriculture. Applicants agree to pursue a career in teaching vocational agriculture or in the agricultural industry. They may enroll at any of California's community colleges, state colleges, or branches of the University of California. They must major in agriculture. The continuing feature of the scholarship requires the maintenance of normal progress toward completion of the educational program.

The Bank of America provides a scholarship recipient an opportunity for summer employment in agricultural banking. Each successful applicant is expected to devote at least one summer to this activity.

In June 1969, the first six scholarship recipients were selected by a committee of bank representatives, vocational agriculture teachers, and staff of the Bureau of Agricultural Education. Initial response to the scholarship has been excellent which indicates that there is much interest on the part of individuals from minority groups pursuing a professional career in agriculture. The interest of the Bank of America and their financial support could go a long way toward satisfying the chronic shortage of vocational agriculture teachers in California.

Recruiting Prospective Teachers

E. Harold Anderson, Teacher Education
Colorado State University

The need for more qualified vocational agriculture teachers is becoming acute each year. Numerous activities have been initiated to help recruit prospective teachers but a shortage still exists.

When Alpha Tau Omega members at Colorado State University became familiar with the need for more vocational agriculture teachers, a special committee on recruitment was appointed. The task of making suggestions for involving the fraternity in its worthwhile endeavor.

Speaker's Bureau

The recruitment committee suggested the speaker's bureau as a method they could use to promote agriculture and specifically exploit the opportunities of advantages in teaching vocational agriculture. The speaker's bureau is designed to acquaint high school students and parents with the opportunities in agriculture. The members prepared specific speeches on the various topics that should be brought in this field program. In addition, other speakers, slides, movies, and books were developed to help fill a complete story. The material was adapted so that few or as many as five members could present the program.

The Program

A script was prepared on four items of interest to high school students: (1) college education, (2) opportunities in teaching vocational agriculture and the job of the teacher of agriculture; (3) the vocational agriculture curriculum; and (4) the financial assistance and ways of paying for a college education. The delivery of material varies with the size of the audience. Every effort is made to keep the program short and interesting.

Results

Although the speaker's bureau has not been in operation for a sufficient number of years to evaluate its overall effectiveness, certain factors are apparent. Comments from students, parents, and vocational agriculture teachers are very favorable. When used with other means for recruiting prospective vocational agriculture teachers, it appears that it will be a tremendous help in involving high school students most favorably to college students, particularly those from their home town or surrounding area, when discussing the possibilities for fields of study in college.

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BOOK REVIEWS


An affluent society such as ours is composed of myriad clubs, lodges, boards, and professional societies. In order to function effectively, these organizations must have capable, imaginative, and creative leaders. To prepare these leaders for the task entrusted to them is the major focus of When You Preside. The idea of the author, if he has one, is that democratic leadership is the kind which can be truly successful in the long run. He sees little merit in authoritarianism or laissez-faire leadership. If each leader can do his job, efficiently, successfully, this should gradually swing over to the democratic form.

Many books are criticized for being long on theory and short on practice or vice versa. However, this functional treatise can be faulted neither, since the mix is right. The first two chapters present the theory and general principles of leadership. Chapter 3 through 12 discuss 12 practical aspects and procedures in a prescriptive fashion for leading and directing various kinds of meetings, Chapter 3 titled "Motivation" provides a theoretical stimulus and explains why the prescriptive approaches are successful if employed intelligently.

The first chapter of the book stresses the four keys to successful group leadership. Chapter 2 vividly describes the two-step process of people found in any group that facilitates the orderly transmutation of business and problems solving or impede the smooth functioning of group processes. The emphasis in Chapter 3 revolves around realistic techniques any supervisor or leader is certain to need at one time or another. Next, the author turns to a discussion of types of meetings and their potential usefulness. Chapters 5 through 12 discuss much of the information that illustrates how to plan and conduct specific kinds of meetings. Mr. Sutherland, professor emeritus, University of California, Davis, has had nationwide experience in leading conferences and workshops in which these techniques and processes were applied successfully. This book should appeal to a wide audience both inside and outside the field of professional education. Illustrations and concrete examples are drawn from a wide spectrum. It is probably most suitable for junior college and above, but highly motivated high school presiding officers could certainly benefit from poring over it. When You Preside should prove valuable as a reference for both the presiding officer and the professional group leader -- to indoctrinate the former in sound methods of group dynamics and group processes and to perfect these skills in the latter.

J. Alex Fish, University of Vermont

* * *


This is the third edition of a book widely used as a reference by teachers of agricultural development and FFA members in and organizing and planning local chapter programs of activities. The sections are the same as earlier editions: development of leadership in the FFA organization; the role of FFA in vocational agricultural education programs; descriptions of the responsibilities of chapter officers and suggestions on procedures for fulfilling them; how to conduct business meet- ings and the use of simple parliamentary procedure; how to set up and carry out a program of activities; and Jug- gling on financing chapter activities. Keeping the public informed, FFA handles, and the use of various chapter degree ceremonies.

This book is designed for use by high school students and should continue to be a valuable reference for the beginning teacher of agriculture in his work with the FFA chapter. Many teachers will continue to use this text for the classroom teaching centered on FFA activities. Trainers may wish to supplement this book with the extended seminars and other educational offerings which have branched out from the traditional farming and marketing oriented courses.

The author is presently Associate Dean of the Community College System at the University of Kentucky. He has been an active and respected leader and member of the Agriculture Education and Associate Dean of Agriculture in the same university. This book covers the basic principles of agriculture and open-sky understanding of the dynamics of electricity along Ohio's line and its application.

The book begins by developing the application of principles as well as extending the social aspects and the role of the FFA in the development of Agriculture Education and Aesculapius of Agriculture in the same line. The chapters cover the basic principles, power delivery systems, power meters and instrumentation systems. These principles are then applied to such common uses as electric motors, solid state devices, interaction processes, and computers. This is followed by a minimum of mathematics.

The book is well-illustrated with photographs and schematic drawings which are adequately integrated into each chapter. Each chapter is followed by a list of review questions which provide an opportunity for students desiring to use the text as a study reference to review each chapter. This is one of those texts in which the author considers important.

The text is also incorporated into a text entitled "Electrical Formulas" its various mathematical calculations which are most commonly used in electricity. This provides an easy access to the mathematics needed.

Because of the nature of electrical application in the agricultural occupa- tion, certain chapters of the publication would not have direct or immediate application to this field. I believe that the text would lend itself favorably to utilization as a resource publication for both teachers and stu- dents on an agriculture specific program.

Joe P. Bell and Robert R. Maxwell, Cornell University

* * *


This bulletin describes the standard specification for hoses of British design and includes much that is not available elsewhere within a single bulletin. The reference outlines the basic principles of modern hose design and compares the characteristic features of the hose commonly used in Europe today.

The bulletin is intended not only as a guide to the choice of live by individual hoes, but also in a review of the references for the dimensions, comparative sizes and capacities of the hose types and their component parts. It can be used by students at the high school, junior college, or college levels to select the source of an agricultural specification program.

Twelve teachers of vocational agri- culture attended the 1969 National Convention at Boston with all expenses paid. They were the regional winners of two national contests sponsored by the New Holland Division of Sperry Rand and United States Steel in cooperation with the NVATA.

The contest sponsored by United States Steel is known as the NVATA Outstanding Young Member Award. Active NVATA members who have taught vocational agriculture at least three but not more than five years are eligible to enter the competition. Each state association may enter one person in the regional contest.

The 1969 winners were: Region I, Harry L. Lyda of Pecos, Texas; Region II, Adalin L. Goodwin of New Braunfels, Texas; Region III, Lyde H. Herman of Waverly, Nebraska; Region IV, Donald M. Rogers of Princeton, Missouri; Region V, Lamar Simmons of Guano Florida; Region VI, Richard Allen Rawden of Stur, Connecticut.

The New Holland Division of Sperry Rand sponsors the "NVATA Career Orientation Award Program." All active members of NVATA are eligible to enter the contest and each state may enter one individual in regional competition. Winners for 1969 were: Region I, Daniel R. Watts of Fairview, Montana; Region II, James W. Welch of Philadelphia, Louisiana; Region III, Ronald Wayne Shepard of Williams- burg, Iowa; Region IV, Lloyd Wilt of Roanoke, Illinois; Region V, Earl Gray of Angier, North Carolina; and Region VI, Donald Watson of North Syracuse, New York.

In addition the Charles Pfizer Company awarded $500 checks to the advisors of the top five high school, and Poultry Farmers. Receiving checks at the Boston Convention were Roy Knudsen of Simpson, Iowa, James Vien, Minnich of Stet, Missouri; and Cecil M. Gant, Jr., of Section, Alabama.

Teachers should watch for announcements concerning the 1970 contests. You can be the winner of an all-expense paid trip to the 1970 Convention in New Orleans.

JAMES WALL
Executive Secretary

JAMES WALL
Executive Secretary

News and Views of NVATA


This publication should be part of every school professional library. Many agricul- tural educators will find useful audio materials listed.


A complete guide to a publication is cost for every school library. Nearly 1,500 items are listed and all of these will be of interest to teachers of agriculture.

THE AGRICULTURAL EDUCATION MAGAZINE
Stories in Pictures

ROBERT W. WALKER
University of Illinois

Three agricultural education students at Florida A and M University become charter members of the Alpha Theta Chapter of Alpha Tau Omega fraternity in an initiation held on the campus recently. The new chapter was presented its charter by W. T. Latham, advisor of the Alpha Tau Omega chapter at the University of Florida. Judson D. Brown is advisor of the Florida A and M chapter. (Photo by J. D. Brown, Florida A and M University)

Mississippi FFA chapters receive excellent cooperation from local and state newspaper editors. FFA members plan an article with Carl Scranton, editor of the Clarion-Ledger—Jackson Daily News, Jackson, Mississippi. (Photo by Vocational-Technical Publications Director, Mississippi Department of Education)

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INSTRUCTIONAL PROGRAMS IN AGRICULTURAL PRODUCTS